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ABSTRACT

In this social studies and language arts interdisciplinary unit for 8th or 11th grade, students are required to take on the persona of a Populist or a Progressive. The unit is designed to create a dialogue between two similar movements in late 19th and early 20th century U.S. history. Students work in small groups to research and present their speeches and complete a brief bibliography of their figure. Participants representing the Populists give advice to Progressive representatives on areas including women's rights, political and social reforms, labor issues, foreign policy, and immigration. The student guide provides detailed instructions and contains a list of resources, including Web sites. The teacher's guide ties the lesson to California state standards and provides suggestions on how to conduct and evaluate the activities. (RJC)

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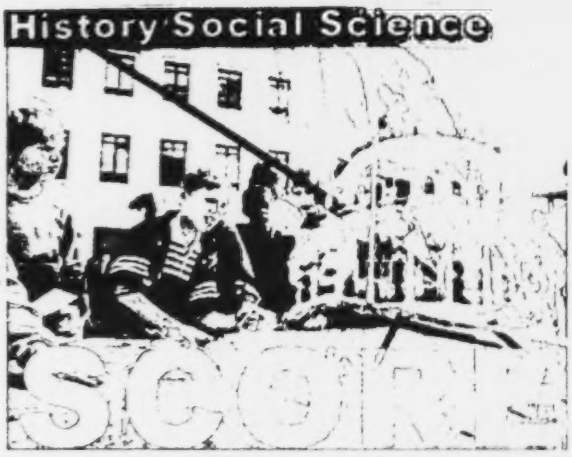

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Hindsight is 20/20: Populists Advise Progressives

8th and 11th Grade Lesson by Freda Kelly

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http://score.rims.k12.ca.us/activity/populist/

1999

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Hindsight is 20/20: Populists Advise Progressives

Introduction: While the United States has traditionally been considered as a nation of freedom, equality, and justice, there have been many reformers who remind us that not all Americans get to experience these liberties. Throughout our history, reformers have served as a voice of conscience to our growth and development. As 8th grade students, you have probably already learned about several reformers e.g. Sojourner Truth, Horace Mann, William Lloyd Garrison, Tom Paine, Tecumseh, John Brown, Patrick Henry, Harriet Tubman, Frederick Douglass, and Henry David Thoreau. As 11th grade students, you no doubt have a wealth of wisdom about the reform goals and strategies of earlier U.S. history. Now it is time to expand your knowledge and learn about the reform movements of the late 19th and 20th century.

Regardless of whether you are an 8th or 11th grade student, you are now ready to embark upon an exciting journey to discover the passions and dreams of the Populists and Progressives, who had a lasting impact long into the 20th century. You may be wondering why is it important to learn about all these reformers. The truth of the matter is that there may be aspects of your own life or society that you wish to change. Another important truth is that you possess great power to affect change within your world. Through the study of reformers and movements for social change, we can construct a model that will work to affect change in our own lives.

Historical Background & Content Overview:

The times between wars are often quite rich with human drama and reform efforts. By examining our history, we see that this observation has proved correctly during the times between the American Revolution and the War of 1812; between the War of 1812 and the Civil War; between the Civil War and World War I. These eras represent times when many voices of altruism asked us to make America a better place for all Americans. We witnessed a similar phenomenon during the 1950's and 1960's as America was immersed in the Korean and Vietnam Wars.

From my studies, I have observed a somewhat predictable cycle when it comes to war efforts. Regardless of the causes or motivations, once a country is engaged in a war,

the nation will expend all available resources to achieve victory. The stakes are too high to do anything else. Having other "agenda items" is considered unpatriotic. As the fighting becomes more prolonged, domestic issues are set aside for honor, victory, and glory. When the fighting ceases, the internal sacrifices become more evident. This calls forth the reform minded citizenry who strive to make life better for their countrymen and women. These altruistic efforts quickly subside as a country mobilizes for the next military conflict.

This theoretical model does indeed fit our reformers, the Populists and Progressives. The Populists had their genesis shortly after the Civil War as their economic situation worsened. In the 1870s farmers tried to solve their dilemma by working harder and/or relocating. Not only did these efforts not improve their situation, but the overall picture grew bleaker. In the 1880s farmers began to organize into cooperatives in order to purchase necessities in larger quantities, hoping to become more financially solvent. This was the birth of the Grange Movement, which was fairly short lived, despite its growing numbers. One of the major successes of the Grange Movement was to make American farmers an integral part of national politics. The government was forced to acknowledge the Grange Movement and begin providing rural services. The Grange broke ground for further political reforms.

In the 1890s the Grangers evolved into the Populist Party. As a political party these reformers were successful in getting a few people elected to Congress, but were not able to advance much farther. This may seem to be a rather ironic situation since the party continued to grow in numbers. The Populist reformers had a great impact on at least one of the Progressive reformers. Robert La Follette wrote in his autobiography, "As a boy on the farm in Primrose Township, I heard and felt this (Populist) movement swirling about me. I felt the indignation which it expressed in such a way that I... have never fully lost the effect of that early impression." (Beals, 72)

Upon deeper studies of the Populist Movement, we understand that the very essence of this party was made up of many divergent beliefs and ambitions. In addition to the farmers, the Populist Party also consisted of Republicans, Democrats, Socialists, Union Laborites, Prohibitionists, Isolationists, and Greenbackers. Indeed, politicians make strange bedfellows. Partly due to so many differing agendas, the Populist Party pretty much ended with the Presidential Election of 1896 when William McKinley defeated William Jennings Bryan.

The Populists had several other problems that interfered with their potential for success. First, the Populists' geographic locations and concerns were pretty much rural-based as America was becoming a more urban nation. This factor gave the impression that the Populists were self-serving and not really interested in reforms for the majority of Americans.

Second, as America became more industrialized, it became difficult for the family farmer to compete with the emerging phenomenon of agribusiness. The days of small farmers being able to provide for their families and save for the probable rainy day were rapidly

vanishing. Additionally, as farm families grew larger in an attempt to "breed" the necessary helping hands, farmers were unable to offer adequate amounts of land to their offspring. This necessitated an urban migration for younger generations.

Third, Populists predominantly held many of the same ideas as had the Southern Democrats. This made race relations tenuous, at best. Populists did attempt to bring in the newly freed African American tenant farmers, but segregation was still the law of the day. The Populists' solution to incorporating these tenant farmers was to organize the Colored Farmers' Alliance. This idea failed because it re-ignited sectionalism and further split the Populists. Northern Populists liked this idea because an increase in numbers meant an increase in political power. The Southern Populists were just as content to lynch their African American counterparts.

This was also the time when many African American families migrated to the North, hoping to make a better life. Let us not be deluded into thinking that the North offered a utopian lifestyle for its newly arriving citizens. The Ku Klux Klan was just as alive and active in the North as it was in the South. Racism does not yield to regional boundaries on a map.

Fourth, as conditions worsened for many farmers, they sought to lay blame on others for their burdens. Some of the logical groups to make scapegoats were the newly arriving foreign immigrants. Cries went up around the country that "They're invading our country and making our problems worse."

While historians cite the 1896 election as the end of the Populist Party, they also define the Progressive Movement as having its birth in 1900. Certainly in 1901 with McKinley's assassination and Teddy Roosevelt becoming President, the Progressives had been launched into infamy. When trying to affect change, it always helps to have top guy in the country sympathetic and supportive to your agenda.

The demographics and relative urban geographics of the Progressives helped contribute to their success as reformers. Being urban-based provided the Progressives with greater opportunities to organize, recruit, and politicize. The Progressives were concerned about a variety of issues ranging from social to political reforms. Also the Progressives tended to be economically middle to upper class. Generally speaking, the Progressives had usually obtained higher levels of education than had their rural counterparts. This factor helped produce a larger class of writers, speakers, thinkers, artists, and activists.

The Progressives were able to affect many of the reforms from the Populist platform such as the direct election of Senators, the initiative, and the recall as part of the American political process. The Progressives believed that government must bear some responsibility in helping to alleviate the suffering and exploitation of its citizens. This ideology was a stark left turn to the more traditional practices of a "hands off" laissez-faire role of government. The Progressives were able to affect change regarding women's suffrage, consumer health & safety, labor laws, and living conditions for the

most vulnerable and impoverished of America. While the Progressives achieved success in reforming many aspects of American society, their efforts were also short lived as America became involved in World War I.

It would not be until the 1950s and 1960s that America would again experience a reform era of such major significance. Reform movements try to provide citizens with greater liberty and equality. Some voices would say that much has been accomplished, while others claim that much still needs to be done. In studying history from the perspective of reformers and movements, students learn to better understand the concepts inherent within our civil liberties and the promise of America.

Task or Scenario:

You are among a group of Populists who have been invited to make an advisory speech to the newly founded Progressive Party. The year is 1900; the location is Madison, Wisconsin. Your group of Populists include the following important leaders: William Jennings Bryan; Mary E. Lease; Tom Watson; William Peffer; Annie Diggs; James B. Weaver; Jerry "Sockless" Simpson; Henry George; Ignatius Donnelly; William A. White; & Davis "Bloody Bridles" Waite. As you present your speech, you will be in the persona of one of these Populist leaders.

In your audience are several important Progressive leaders. Some of the more notable reformers include: Vice President Teddy Roosevelt; Wisconsin Governor Robert La Follette; Princeton History Professor Woodrow Wilson; Supreme Court Justice Oliver Wendell Holmes, Jr.; Environmentalist, Gifford Pinchot; Muckrakers e.g. Ida Tarbell; S.S. McClure; Upton Sinclair; Frank Norris; Alice Paul; D.W. Griffith; John Spargo; Ray Stannard Baker; & Mary H. "Mother" Jones; Social Reformers e.g. Robert Hunter; Jane Addams; Mary McLeod Bethune; Booker T. Washington; Martha Carey Thomas; Samuel Gompers; John L. Lewis; Margaret Sanger; Carl Sandburg; Francis Perkins & Edward A. Ross; Political Reformers e.g. David Graham Philips; William Monroe Trotter; Lincoln Steffens; Charlotte Perkins Gilman; W.E.B. Du Bois; David W. Griffith; Clarence Darrow; Eugene V. Debs; Emmaline Pankhurst; & Carrie Chapman Catt. In a very short amount of time your classmates will make speeches and take on the persona of one of these Progressives.

As you can well imagine in making a speech to such a distinguished audience, you will want to be really well prepared. To make your presentation, you may use Power Point, Hyperstudio, Kid Pix, charts, posters, or dramatic theatre. In addressing this group, you will need to include the following topics:

I. Background of the Populist Party
http://iberia.vassar.edu/1896/populists.html

II. Populist Platform & Goals
http://iberia.vassar.edu/1896/peoplesplatform.html

III. Progressives' Goals
http://www.geocities.com/Athens/Olympus/4467/Progressive.html

Step by Step Process:

- Part of this assignment will have you working in small groups to research and present your speeches.
- You will also need to work alone in order to present a brief biography of your particular reformer.
- There are two groups of Populists (4-5 people each) who will research, prepare, and present their speeches to the larger group of Progressives.
- The Progressives consist of seven groups (4-5 people each).
- Each group will have a historian, a researcher, a speech writer, and at least one speaker.
- Please prepare an outline or note cards of your speech. Do not read your speech.
- The groups are configured in this way to present a relative sense of proportion; Progressives were a much larger group of reformers.
- Both the Populists and Progressives will be researching information for their speeches and biographies.
- While the Populists are making their speeches, the Progressives will take notes. (Remember, Progressives, you want to be successful in your reforms.)
- When it is time for the Progressives to give their speeches, they will be speaking to politicians about the success of their reform efforts over the past decade and what still needs to be accomplished. The year will be 1910; the location will be San Francisco.
- Each Progressive group will have one of the following specific topics on which to focus: 1) Women's Rights & Concerns; 2) Political Reforms; 3)Labor Issues; 4) Social Reforms; 5) Foreign Policy; 6) Immigration. To determine which topic your group is responsible for, your historian will randomly select a card out of a container.
- While the Progressives are making their speeches, the Populists will take notes in order to act as consultants and make recommendations.

All students who fully participate in this activity will be invited to our culminating activity, which will be an upcoming non-cocktail party. (Be sure to look your best for this social event of the year, 1912) Instructions for this event are in the section of Teachers Notes. You will also find a form that tells you how you will be evaluated at the Non Cocktail Party.

Resources

A. Electronic – General Information

You may organize the information you gather from the Internet using this Internet evaluation form. Be sure to use a separate form for each website you visit.

http://iberia.vassar.edu/1896/populists.html
(Great source on Populists; interactive photos & links)

http://iberia.vassar.edu/1896/chronology.html
(Political Cartoons about Populists)

http://www.historychannel.com/perl.print_book.pl?ID=35095
(Background information, speeches, links, & pictures)

http://www.geocities.com/Athens/Olympus/4467/Progressive.html
(Provides background about the Populists and Progressives)

http://www.djournal.com/125/revolt.htm:
(Summary of Daily Journal articles, "A Northeast Mississippi media and development organization dedicated to the service of God and mankind.")

http://douglass.speech.nwu.edu.brya_a26.htm
(William Jennings Bryan's Gold Cross Speech)

http://douglass/speech.nwu.edu/roos_a19.htm
(T. Roosevelt's speech to Tom Watson)

http://www.igc.org/laborquotes/debs.html
(collection of early labor speeches by Eugene V. Debs)
http://www.igc.org/laborquotes/mjones.html
(collection of labor speeches by "Mother" Jones)

http://www.cohums.ohio-state.edu/history/ohiodry/
(Background on efforts for Prohibition)

http://h-net2.msu.edu/~shgape/bibs/immig.html
(Overview of early 20th century immigration)

http://academicinfo.net/usmod.html#gilded
(Good source for information, articles, cartoons, etc.)

http://www.ucr.edu/h-gig/horuslinks.html
(Go to either biographies or alpha listing to find and search for a variety of useful topics pertaining to Populists and Progressives)

http://ernie.bgsu.edu/~wgrant/1890s/lynching/lynching.html
(Great article about lynching)

http://iberia.vassar.edu/1896/populists.html
(background & goals of the Populists)

http://www.geocities.com/Athens/Olympus/4467/Progressive.html
(goals of the Progressives)

B. Electronic – Biographical Information: Populists & Progressive Personalities

1. Populists: Biographies

Mary E. Lease:
http://biography.com
http://iberia.vassar.edu/1896/lease.html

Tom Watson:
http://iberia.vassar.edu/1896/watson.html
http://www.biography.com

James B. Weaver:
http://biography.com

Henry George:
http://biography.com

William A. White:
http://iberia.vassar.edu/1896/white.html

Annie L. Diggs:
http://score (kelly lesson, teacher notes)

William Peffer:
http://bioguide.congress.gov/scripts/biodisplay.pl?index=p0001888

Jerry "Sockless" Simpson:
http://bioguide.congress.gov/scripts/biodisplay.pl?index=s000432

Ignatius Donnelly:
http://www.stanford.edu/~meehan/donnelly/donbiog.html

Davis "Bloody Bridles" Waite:
http://www.state.co.us/gov_dir/gss/archives/govs/waite.html#bio

William Jennings Bryan

http://biography.com

2. Progressives: Biographies

Margaret Sanger:
http://cgi.pathfinder.com/time/time100/leaders/index.html
http://biography.com

Teddy Rossevelt:
http://cgi.pathfinder.com/time/100leaders/profile/troosevelt.html
http://biography.com

Ida Tarbell:
http://www.aliciapatterson.org/APF1804/Weinberg/Weinberg.html
http://biography.com

You can find biographical information about the following Progressives at http://www.biography.com

Alice Paul	John Llewellyn Lewis
Gifford Pinchot	John Spargo
Carl Sandburg	Ray Stannard Baker
W.E.B. Dubois	Robert W. Hunter
Lincoln Steffens	Booker T. Washington
Robert La Follette, Sr.	Jane Adams
Woodrow T. Wilson	Samuel Gompers
Oliver W. Holmes, Jr.	David Graham Philips
Martha Carey Thomas	William M. Trotter
Samuel S. McClure	Upton Sinclair
Francis Perkins	Charlotte P. Gilman
Eugene V. Debs	Mary McLeod Bethune
Clarence Darrow	Emmaline Pankhurst
David W. Griffith	Frank Norris
Carrie Chapman Catt	Mary H. "Mother" Jones

1. Progressive Issues & Concerns: 1900-1915
http://ajkids.com/ (This is a great search engine for these topics)

   a. Women's Rights
   b. Labor Issues
   c. Political Reforms
   d. Social Reforms
   e. Foreign Policy
   f. Immigration

C. Printed (Primary Sources)

Clanton, Gene. Populism: The Humane Preference in America,1890-1900. Boston: Twayne Publishers, 1991. (Great pictures of Populists)

Hofstadter, Richard, ed. The Progressive Movement. Englewood Cliffs, NJ: Prentice Hall, 1963. (Progressive speeches & interviews)

Mofford, Juliet H., ed. Child Labor in America. Carlisle, Ma.: Discovery Enterprises, Ltd. 1997 (Photos & articles)

Monk, Linda R., ed. Ordinary Americans. Alexandria, Va.: Close Up Publishing,1994. (Photos, speeches, and essays)

Peffer, William. (Peter Argesinger, ed.) Populism: Its Rise and Fall. Lawrence, Ks.: University of Kansas Press, 1992. (Populist ideology & history)

Ravitch, Diane, ed. The American Reader. NY: Harper Perennial, 1990. (Speeches, songs, poetry)

Ricks, Christopher & William L. Vance, eds. The Faber Book of America. Winchester, Ma.: Faber & Faber, 1992. (Essays, speeches, and poetry)

Scorpino, A.J. Jr., ed. The Progressive Movement: 1900-1917. Carlisle, Ma.: Discovery Enterprises, Ltd. 1996. (Photos, ads, and articles)

D. Printed (Secondary Sources)

Baron, Robert C. 20th Century America: 100 Influential People. Golden, Colorado: Fulcrum Publishing, 1995.

Beals, Carlton. The Great Revolt and Its Leaders. NY: Abelard-Schuman, 1968.

Blum, John, et al. The National Experience. NY: Harcourt Brace Jovanovich, 1981.

Bower, Bert, et al. Innovative Assessment Techniques. Palo Alto, Ca.: Teachers' Curriculum Institute, 1997.

Bower, Bert, et al. Innovative Assessment Techniques. Palo Alto, Ca.: Teachers' Curriculum Institute, 1997.

Davidson, James W., Pedro Castillo, Michael B. Stoff. The American Nation. Upper Saddle River, NJ.: Prentice Hall, 2000.

Goodwin, Lawrence. The Populist Movement. NY: Oxford University Press, 1978.

Grant, Robert B. Surveying the Land. Lexington, Ma.: Heath, 1991.

Hofstadter, Richard. The Age of Reform: Bryan to FDR. NY: Knopf, 1963.

Knowledge Unlimited. Understanding & Creating Editorial Cartoons. Madison, Wi.: Knowledge Unlimited, 1998.

McMath, Robert C. Jr. American Populism: A Social History. NY: Hill & Wang, 1993.

Richards, Rand. Historic San Francisco. San Francisco: Heritage House, 1999.

Ungar, Irwin. Populism: Nostalgic or Progressive? Davis, Ca.: University of California, 1964.

Ver Steeg, Clarence. American Spirit. NY: Allyn & Bacon, 1985.

Viault, Birdsall. American History Since 1865. NY: McGraw Hill, 1989.

Learning Advice:

- At this point in your education, I believe that you can make wise choices and select your group members responsibly. However, because your teacher is concerned with your success, he/she may help you to make these wise choices.
- You will be very successful in this endeavor if you allow yourselves 1-2 class periods to gather your research, 1-2 class periods to organize your speeches, one class period to present your speeches, and two more class periods to present your biographies.
- Please complete the web site evaluation forms as you visit the sites.
- Your speeches and oral presentations will be 3-5 minutes in length; you need to only hit upon the most important points.

- At the end of this lesson, you will have one more class period to write up your answers to the questions found in the "Conclusion" and "Reflection" parts of this activity.

- Remember that your group grade on this activity will be part of your overall grade. You must collaborate and work together cooperatively. If you are experiencing problems with your group, please develop a solution and continue working.

- Since your biography is an independent and individual grade, you will need to complete it as homework. Your biography will be presented orally using the "Biography-In-A-Bag" format. Using this format, you will need to collect 8-10 items representing your person's life and accomplishments, and report on them to the class. For example, if your reformer was involved in education, you might use an apple to represent that aspect of their life.

- Your group will present its speech on _____. Your biography is due on _____. The non-cocktail party will be on _____. The extra credit you earn for mixing and mingling in your reformer's persona at the non-cocktail party will be _____ points.

Evaluation Criteria:

- Assessments for this lesson will consist of a group grade for your speech and outline or note cards, and an individual grade for the biography of your reformer.

- Remember, strive for excellence; avoid mediocrity.

- If you find a Populist or Progressive reformer whose biography is of interest to you, but not on the list, please get pre-approval from your teacher.

- Both of these assignments will be worth _____ points.

- As a group, please answer the questions found in the "Conclusion" part of this activity. Individually, please answer the questions contained in the "Reflections" part of this activity. As a group and/or individually, please complete the web site evaluation form to be found at http://www.siec.k12.in.us/~west/edu/rubric3.htm.

- These five assessments will be part of your grade for the unit entitled Affecting Change.

- As previously mentioned, you will also receive extra credit to mix & mingle in persona at the non-cocktail party. In the Teacher Notes section of this lesson, you will find complete instructions for the Non-Cocktail Party.

Conclusion:

As you complete this activity, bear in mind that the Populists tried to bring about social and political change at the end of the 19th century. For a variety of reasons, they were only mildly successful. Interestingly, only a few years after the end of the Populist Party, the Progressives fought for many of the same reforms as had their rural counterparts, yet were much more successful. Despite the apparent success of the Progressives, their visionary dreams were deferred by America's involvement in World War I.

- Why do you think the Progressives were more successful than the Populists?
- How important do you think geography and economics were to the reform efforts of the Progressives?
- Why do you think World War I would be the beginning of the end for the Progressive Party?
- How do you think these early 20th century reformers influence our lives in the early 21st century? What areas of reform do we still need to accomplish as we enter a new century?

Reflection: Please respond to the following writing prompts in a sentence or two.

- The most interesting part of this lesson was ____. Why?
- The most difficult part of this lesson was ____. Why?
- I learned the most about ____ from this lesson. Why?
- My group experience during this activity was _____. Why?
- My advice to future students in doing this lesson is _____.

Teacher Notes:

Grade Level: 8 or 11

H/SS Standards Addressed:

A. Habits of the Mind – Analysis Skills: (H/SS Standards Pages 14 & 28)

1. Chronological & Spatial Thinking

   a. "Students explain how major events are related to each other on time."

   b. "Students analyze how change happens … that change is complicated and affects …values and beliefs."

2. Research, Evidence, & Point of View

   a. "Students assess the credibility of primary and secondary sources."

   b. "Students detect different … points of view on historical events."

   c. "Students construct …oral and written presentations."

3. Historical Interpretation

   a. "Students explain the central issues and problems of the past…"

   b. "Students interpret past events and issues within the context in which an event unfolded, rather than solely in terms of present day norms and values."

B. Content Standards: (H/SS Standards, pages 27, 28, & 34)

8.12 "Students analyze the transformation of the American economy and the changing social and political conditions in the U.S. in response to the Industrial Revolution in terms of…

5. The effects of urbanization (social fabric of cities, wealth & economic opportunity, and conservation)

6. Working conditions, the rise of the labor movement

8. The characteristics and impact of … Populism"

11.2 "Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe, in terms of...

1. The effect of industrialization on living and working conditions

8. The effect of political programs ... of the Populists

10. The effect of political programs and activities of the Progressives."

Language Arts Standards:

Research and Technology

1.4 Students plan and conduct multiple-step information searches using computer networks and modem-delivered services.

2.1 Students write biographies, autobiographies, short stories, or narratives that:

b. Reveal the significance of, or the writer's attitude about the subject.

c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters.)

d. Support judgements through references to the text, other works, other authors, or to personal knowledge.

1.0 Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They evaluate the content of oral communication.

Abstract & Purpose of Lesson: This teaching unit supports both the 8th and 11th grade curricula in teaching about the Populists and Progressives. In this 3-4 week unit, students will learn that the Gilded Age was not a golden age in American History. Farmers began to experience economic devastation and tried many strategies to alleviate their woes. Their political party of the Populists was short lived, but many of their ideas received fruition as part of the success realized by the Progressives. There is much in the way of human geography and economics that explains why one group of reformers would be able to harvest a greater degree of success in implementing reforms than another nearly contemporary group. Through the activities contained within this unit, students will not only learn the explanations for these conditions, but will also know how to be effective in affecting change in their own lives. The beauty of the SCORE lessons is that they provide an excellent answer to the perennial administrative question of "how do you plan to use technology to support the History/Social Science

Curriculum?"

Learning Objectives:

A. For this SCORE Lesson

1. Students will identify significant people & events of the era. (comprehension)

2. Students will present a speech demonstrating knowledge of the platforms of the Progressives and Populists. (comprehension, application, & synthesis)

3. Students will demonstrate research and presentation skills using technology and/or printed media. (comprehension, application, & synthesis)

B. For the Remainder of the Unit, Affecting Change

1. Students will define a list of pertinent vocabulary words. (knowledge)

2. Students will map, chart, or graph changes in the US between the years 1890-1915 regarding one of these topics: labor, internal migration, immigration, population, Populist or Progressive Reforms. (application, analysis, & synthesis)

3. Students will produce and present an artistic expression (song, poetry, art, skit) representing America in the early 20th century. (application & synthesis)

4. Students will analyze a variety of historical documents. (analysis)

5. Students will use a rubric for self and teacher assessment. (evaluation)

Activities to Achieve Lesson – Unit Objectives:

1. Advisory & Reflective Reformer Speeches

2. Gilded Age and Progressive (GAPE) Synchronistic Timelines

3. Topical Map, Graph or Chart

4. Biography-In-A-Bag

5. "I Am" Poems

6. Research & Review Web Sites and/or Historical Documents

7. Presentation of Early 20th Century America

8. Characteristics of a Reformer Chart

9. Vocabulary Crossword Puzzle

10. Populist & Progressive Face Masks

11. Populist & Progressive Non-Cocktail Party

12. Create a rubric to assess Reformer Presentations

Extension Activities: This lesson is part of a larger unit on reform. In its present form of being taught, presented and evaluated within two weeks, I am thinking of it as an eighth grade lesson. The reason for this line of thinking is that the topic of Populists and Progressives addresses with the H/SS Standards towards the end of the school year. Continuing to be conscious and conscientious of the H/SS Standards, this topic occurs for eleventh graders at the beginning of the school year. If I were using this SCORE lesson in an eleventh grade classroom, I would definitely extend it into a 3-4 week unit, and possibly extend it into 4-6 week unit that would have students compare these reformers' goals and strategies to those of the 1960's reformers. In expanding this lesson in such a manner, I would definitely recommend that students begin their biographical searches by accessing the biography web site: http://biography.com. By expanding this lesson into a thematic unit, it would be fairly simple to incorporate assessments representative of multiple intelligences learning theory. However, even with managing this lesson within the time frame of two weeks, students do have the option of presenting their speeches via multimedia, poster, or other suitable presentation format. Providing students with this amount of liberty also facilitates the full spectrum of learners. This example of one student's presentation may be a useful reference for students beginning their work.

Collegial Background Information: Since this lesson is a part of a larger whole, I am going to refer to all parts of the unit to better enable choices regarding the parts that best suit you and your students.

Classroom Management & Teacher Materials: To better facilitate use of this SCORE lesson, you will notice that the list of Populist & Progressive Personalities are set up in such a manner so that you can download that page, cut apart the choices, and allow students to draw names out of the proverbial hat. However, I think with the list of Progressive concerns, students would need to address a topic as it pertains to their specific reformer. This method seems to help alleviate the boring problem of having several students from the same class report on the same personality and/or topic.

Everything you will need to implement this lesson is available to you on this SCORE site. I designed the SKIN Diving form to assist students in taking notes from the internet, without wanting to print everything. If you decide you would like to preview the supplemental materials from the entire unit, please contact me and we can work out an equitable way for that to happen. This complete unit will be available in early 2000.

Number of Class Periods: To implement this SCORE lesson, you will need 7-8 class periods of approximately 50 minutes. To implement the entire unit, you will need 3-4 weeks.

Adaptations for Special Needs: Even though this lesson says that students should be able to make wise choices about their group selections, the teacher would be able to have veto power over obvious "non-wise" choices. In designing this lesson, it seems to me that the task of the Populists may be somewhat simpler than that of the Progressives. For this reason, I might arrange it so that my students with language difficulties and/or lower abilities might be the majority of the Populists groups. In my teaching experiences, I have had students with a variety of physical limitations. For example, I know that when I test pilot this lesson with my students next Spring, I will need to make accommodations for a blind student. I plan to manage this aspect by having her select her topic ahead of time from the rest of the class. This will allow me to download information she will need and get it Brailled so she can participate in this activity.

Interdisciplinary Connections: This lesson easily crosses over with English-Language Arts, as it strengthens students' literacy and ability to communicate. Since computer technology is the appropriate tool and medium for this lesson, students are also able develop those skills. When using the unit in its entirety, students get to use their mathematical skills as they graph or chart changes that occurred during a specific historical era. Creating a synchronistic timeline, students are better able to explain how some reformers focused on social and political change, while at the same time other great minds produced technology that still affects our lives as we prepare to enter a new century. All of these components together provide students with the skills they will need in order to analyze and contribute to the next millennium.

Rubrics and Assessments: Regardless of whether teachers use only the SCORE lesson or the entire unit, as educators, we want our students to learn the content, have a memorable experience, and be accountable for meeting the learning objectives. From the above listed activities, students have a variety of assessments that range from the imbedded 'spot checks' which are more individualistic and the in-class collaborative assignments to the culminating, performance-based rubrics. You may be asking which is which?

- Indicates a culminating, performance-based assessment.
- Indicates an independent (perhaps homework) assignment.

- Indicates an in-class, collaborative assignment

Rubric Components: Since rubrics are as individual as the assignment and the assessor, I find it helpful to post my criteria and expectations at the beginning of the assignment. I use this same criteria sheet as my rubric. When I follow this format, assessments are simply a matter of identifying degrees of excellence with regard to the following components: 1) Historical Accuracy & Content; 2) Creativity and/or Exceeds Requirements; 3) Neatness, Mechanics, & Protocol; 4) Analysis and/or Reflection.

Appendix #1.: Populists Biographies:

A. William Peffer: "Father of Populism" Peffer was considered by many as the leader of the Populist Party. He was also a farmer, teacher, lawyer, judge, senator, writer, journalist, editor, and orator. In 1880 he served as an elector for the Electoral College. He also owned several different newspapers over the period of his life. Peffer was often the subject of political cartoons as he was quite controversial for his times and also had a very long distinct beard.

B. Ignatius Donnelly: "Sage of Nininger" Donnelly was a chief activist and organizer for the Populist Party. Donnelly was a land speculator, author, surveyor, lawyer, journalist, orator, governor, candidate for Vice President. He wanted an immigration bureau, correction of Reconstruction abuses, and an appropriation to feed veterans. Famous quotes: "Liberty must overcome all her foes or perish from earth." "School houses in this generation will prevent wars in the next."

C. Davis "Bloody Bridles" Waite: "Bloody Bridles" was his nickname because of a speech he gave when he proclaimed that "It is better ... that blood should flow to the horses' bridles rather than that our national liberties should be destroyed." Waite was a governor, teacher, farmer, storekeeper, journalist, and a judge. He fought for an eight hour work day labor law, prohibition of child labor, an amendment of mortgage laws, the initiative & referendum, the reduction of and better accountability for government expenses. He also opposed gambling and vice because he thought these were the major reasons for poverty.

D. Annie LePorte Diggs: Diggs was a political strategist, a newspaper editor, orator, writer, women's suffragist, and secretary to the Populist Party. She was born in Ontario, Canada on Feb. 22, 1848. Diggs received her education from a governess, a convent, and public schools She was petite, feminine, soft spoken, and humorous. Annie married Alvin Diggs (a postal clerk) on Sept. 21, 1873; they had three children. She and Mary Lease traveled to California with James Weaver on behalf of the Populist Party. She attacked what she called the "conspiracy of silence" in demanding that the government become more involved in helping protect its people against exploitation and poverty. She helped relate farmers' concerns to larger social problems. Her primary concerns were temperance, women's suffrage, and cooperative colonies. She also traveled extensively helping to spread Populist ideas, which led to later reforms. She lived in England from 1902-1904. She died in Detroit on Sep. 7, 1916.

E. Jerry Simpson: "Sockless Socrates" loved reading, was as poet, politician, farmer, and a congressman. His motto, which he adopted from his father, was "Integrity, Industry, Independence". He expanded this motto to include that of "To thine own self, be true."

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Appendix #2: Non-Cocktail Party Instructions:

Non-Cocktail Party Instructions:

Prohibition was one of the major concerns for both the Populists and Progressives. It is for this reason that the Non-Cocktail Party works as a culminating event for this lesson. Students have researched brief biographical sketches about a notable Populist or Progressive reformer. They have also created a mask and/or costume symbolic of their reformer. This is a culminating activity for either this SCORE lesson or the Affecting Change thematic unit. At this "mixer" students mingle (in the persona of their reformer) and share biographical information, notable quotes, political views, and/or reform concerns. As a warm up (or a previous night's homework) have students list three statements or quotes about their particular reformer. Have students also come up with three biographical questions of interest about another reformer. This activity can be best managed by having one small group mingle with another small group for a predetermined amount of time of 5 minutes. For the first rotation, each group's historian will have a clipboard with which to complete the "Mix & Mingle" form. On this first rotation, the group's speechwriter will serve as a "Persona Police Officer" to assure that their group members stay in persona. If a group member is not staying in persona, they can be reminded, but if the problem persists, points may be deducted, the offender may be asked to abstain from one or more rotations, and/or provided an alternative assignment. After this time has passed, a signal would be given for students to rotate and mingle with another group. With each rotation, the clipboard and the "Persona Police" responsibility will be passed to other group members to allow each person the opportunities to be of service to their group. This activity is designed to last about 20-25 minutes. In a regular class period, this time amount will allow for time to explain expectations (polite, courteous, stay in persona, be an active listener, etc.), have about four rotations, and debrief the activity. To debrief the activity, allow the groups time to discuss their "Mix & Mingle" forms in order to determine and vote for the most influential Populist and Progressive reformers. The most influential Populist and Progressive reformer could be awarded with a small reward such as extra credit, a certificate, homework pass, or book.

Credits:

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Non-Cocktail Party Mix & Mingle Accountability Form

Student Name:

Period: Date:

Group Members:

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1. Your Reformer's Name:

2. List three important statements about your reformer:
a.

b.

c.

3. What do you think is your reformer's most important contribution?

4. List 3 questions you want to know about other reformers in order to determine how influential and/or effective they were in affecting change. A place on this form has been provided for you to complete this component.

Rotation # 1

a.

b.

c

Rotation # 2

a.

b.

c.

Rotation # 3

a.

b.

c.

5. Debriefing Component: After your group has completed 3 rotations, decide which reformer from another group was the most influential. You must reach consensus with your group and explain why you made this choice. Your researcher will fill out this section.

We think the most influential Populist reformer was _____

Search & Knowledge Integration Notes for the Web (a.k.a. Web SKIN Diving Form: Dive into some knowledge)

1. Web Site Name: _____

2. Web Address/URL: _____

3. Type of Web Site: College/University _____ Government _____

Museum _____ Organization _____ Private-General _____

4. Relevance to your task (Why did you go to this site?) _____

_____

5. What kind of information did you find at this site?

Primary Source(s) ____ For example: _____

_____

Secondary Sources _____ For example: _____

_____

Maps _____ For example: _____

_____

Useful links to other pertinent sites _____ For example: _____

_____

6. I obtained the following information from this site: (You may also use the reverse side of this page if necessary: _____

_____

_____

_____

_____

_____

_____

_____

7. What advice would you provide to other students who might need to use this site?

_____

_____

8. Other interesting or important information you learned from this site:

_____

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